



# Students with Significant Cognitive Disabilities

## Instruction of the Iowa Core

### In Classrooms Serving Students with Significant Disabilities

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Observer: \_\_\_\_\_

Lesson: \_\_\_\_\_

**Code:**      **2-points:** High level of implementation  
**1-point:** Inconsistent level of implementation  
**0-points:** Element absent or not observed

<i>Components</i>	<i>Level of Implementation</i>	<i>Comments</i>
<b>Student Engagement</b>		
Students are <i>engaged</i> with the adults and appear <i>motivated</i> to participate in the learning activities presented to them	2    1    0	
Teacher and classroom staff encourage and respond to <i>student initiations</i> and other efforts to <i>communicate</i>	2    1    0	
Students participate in a variety of instructional arrangements with minimal “ <i>down time</i> ”	2    1    0	
<b>Connection to Curriculum</b>		
Lesson objective(s) and student learning goals are <i>aligned</i> to the Iowa Core Essential Elements	2    1    0	
Expanded Core Goals/Skills are <i>embedded</i> within standard based lesson	2    1    0	
Evidence of past objectives taught and or instructional decisions to teach the objectives are present in the classroom: portfolios, projects in the room, walk-the-walls	2    1    0	
<b>Classroom Management/Safety and Health Issues</b>		
<i>Privacy</i> provided for students when necessary	2    1    0	
Safety or health issues are <i>addressed</i> for all students	2    1    0	
<b>Instructional Decision Points</b>		
Instructional supports (e.g., physical, sensory, adapted materials, assistive technology and AAC are <i>individualized</i> , <i>evident</i> and <i>incorporated</i> during instruction	2    1    0	
Evidence that assessment of lesson objective(s)/targeted skill(s) is <i>instructionally embedded</i>	2    1    0	
Para educator support is <i>unobtrusive</i> promoting <i>independence</i>	2    1    0	